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AUTHOR Thomson, James R., Jr.; Handley, Herbert M.
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ABSTRACT

According to the literature, high professional self-esteem among teachers is associated with efficacy. The first in a projected series of longitudinal studies was undertaken to investigate the relationship between preservice teachers' self-concept and their sense of efficacy. The subjects of the study were 220 elementary and secondary preservice teachers. At the end of their 12-week student teaching experience, 2 instruments were administered: the "Myself as a Teacher Scale" and the "Teacher Locus of Control Scale." Data from the stepwise multiple regression analysis showed a low positive relationship between the internal locus responses of the subjects and their concepts of self as a teacher. The internal positive scale was the best predictor of self-concept; i.e., the teachers' successful efforts were more related to their self-concept. The negative internal scale, however, was also associated with positive self-concept. These data show a positive relationship between teacher efficacy and self-concept, but no causal relationship is inferred. It appears that variables other than self-concept are involved in teacher efficacy. (JD)

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**Relationship Between Teacher Self Concept
and Teacher Efficacy**

James R. Thomson, Jr.

Herbert M. Handley

**Mississippi State University
Box 5365
Mississippi State, MS**

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Mid-South Educational Research Association**

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In school climates where achievement is fostered, a sense of efficacy exists among teachers. The teachers assume personal responsibility for helping students to learn. Teachers in these achievement-prone schools believe that what they do in classrooms is important and that what they do as teachers does make a difference in students' learning and, consequently, in their lives. Teachers with a strong sense of efficacy demonstrate a "can do" attitude toward overcoming problems. According to Brophy and Evertson (1976), such feelings of efficacy discriminate between more effective teachers and less effective ones.

Such efficacy among teachers is associated with their locus of control, internal or external. Externally controlled teachers in the Brophy and Evertson study tended to blame others and other factors, such as the cultural milieu, poor parent support and inadequate teaching facilities, for poor achievement in students. In contrast, teachers with internal control traits, rather than make excuses or "give up" tended to redouble their instructional efforts, giving reluctant learners more attention by modifying their instructional activities and increasing instructional time with them. The internally motivated teachers assumed personal responsibility for the students not learning as expected.

Ashton and Webb (1986) postulated that high professional self-esteem was associated with efficacy among teachers. In brief, positive self concept in teachers appears to be a resource which frees these teachers to assume the supportive helping relationships needed for enhancing achievement in students, particularly in reluctant learners.

The purpose of this study was to investigate the relationship between preservice teachers' self concept and their sense of efficacy. Nearly all beginning teachers enter the profession with an attitude of strong efficacy. As they proceed with their careers, however, this attitude may degenerate into a feeling of hopelessness. This paper is the first one in a series of longitudinal studies of teacher efficacy among developing teachers. Hopefully, strategies for combatting the development of burn-out behavior in teachers can be discovered in these efforts.

The Problem

The problem was to determine the relationship of teacher efficacy to teachers' self concept as measured by the Myself as a Teacher Scale.

Research Methodology

Subjects

Subjects in the study consisted of 220 preservice teachers who did student teaching in the spring of 1990. They were both elementary and secondary level teachers. They consisted of 72 males and 148 females who ranged in age from 20 to 32 years, having a modal age of 21.

Instruments

Subjects were administered two instruments, the Myself as a Teacher Scale and the Teacher Locus of Control Scale, at a group meeting held near the end of their 12 week student teaching experience.

The Myself as a Teacher Scale was developed and validated by the investigators (Handley & Thomson, 1990). It measures teachers' perception of self as a teacher. This instrument, consisting of 32 items, contains one major factor, overall self concept. This measure is somewhat related to self concept as measured by the Tennessee Self Concept Scale, but it appears to measure a more surface or situational dimension of self as defined by Soares and Soares (1977). The MSTS has an overall internal consistency of .96 and a test-retest

reliability of .89.

The Teacher Locus of Control Scale was designed by Rose and Medway (1981). This instrument measures the internal and external dimensions viewed by teachers as responsible for classroom events. Only the internal scales of the instrument are scored. Both a positive and a negative internal pattern of teacher behaviors are noted. Higher scores indicate higher internality or a greater tendency to accept responsibility for classroom events. Internal positive items describe success situations and the internal negative items describe failure situations.

Kuder-Richardson reliabilities of the instrument are .78 and .71, respectively, for the I- and the I+ subscales of the instrument. Berman, McLaughlin, Bass, Pauly and Zelman (1977) have labeled the internal subscales for this instrument, "teacher efficacy".

Analysis of Data

A stepwise multiple regression program was utilized for data analysis. The independent variables considered were the positive and negative internal scores of the locus of control instrument. The dependent variable was teachers' self concept.

Results

Data from the stepwise multiple regression analysis presented in Table 1 show a low positive relationship between the internal locus responses of the preservice teachers and their concepts of self as a teacher. The internal positive scale was the best predictor of self concept; i.e., the successful efforts made by the novice teachers were more related to their self concepts. The negative internal scale, however, was also associated with positive self concept in the teachers. The positive and negative internal scales combined predicted nearly six percent of the variance in self concept.

Implications

These data show a positive relationship between teacher efficacy and self concept, but no causal relationship is inferred. More careful study of this problem needs to be done. For example, does positive self concept precede attitudes of efficacy among teachers? Or is the reverse true?

Since this relationship as measured by the two instruments, the Myself as a Teacher Scale and the Teacher Locus of Control Scale, is relatively low, it is apparent that variables other than self concept are involved in teacher efficacy. The willingness of teachers

to accept personal responsibility for the learning outcomes of their students needs further study if this value is to be fostered in preservice teachers.

Table 1

Relation of Teacher Self Concept to their Efficacy

Variable Entered	Multiple R	RSQ	Beta	F Change
Internal Positive	.1509	.0228	.26	5.08*
Internal Negative	.2358	.0556	.21	7.54**

p<.05

p<.01

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